



National FFA Career Development Events

*A Special Project of the
National FFA Foundation*

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General Information

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These are the official rules and regulations for National FFA Career Development Events for 2012-2016. Refer to the CDE webpage on ffa.org for the most up-to-date edition of the career development event handbook.

Prepared and published by the National FFA Organization. The National FFA Organization is a resource and support organization that does not select, control or supervise state association, local chapter or individual member activities except as expressly provided for in the National FFA Organization Constitution and Bylaws. The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff.

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. National FFA Online, www.ffa.org, FFA's Internet web site, can provide information about the National FFA Organization.

Philosophy of National FFA Career Development Events

The National FFA Organization is dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education. The primary goal of career development events is to develop individual responsibilities, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each career development event:

- include problem solving, critical thinking and teamwork skills, where appropriate.
- encourage appreciation for diversity by reducing barriers to participation among members.
- develop general leadership and recognize individual and team achievement.
- promote concentrated focus on future needs of members and society.

The National FFA Organization assumes the leadership role in developing and continuously improving relevant FFA career development events. National career development events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction and/or supervised agricultural experience. Career development events and awards are intended to be an outgrowth of instruction. Also, it is appropriate for the national organization to develop career development events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global work force needs. National FFA Career Development Events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds.

Career development events that include team activities should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. Where appropriate, team activities will be included that require two or more members from one chapter working cooperatively.

Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

Agriculture is a highly technical and ever-changing industry upon which everyone is dependent. In order to maintain agriculture as the nation's number one industry, it is crucial to understand the importance of agrisciences, marketing strategies, safe food production and continuous research. Strong, relevant agriscience programs are one way to can maintain the nation's agricultural edge.

The National AFNR Career Cluster Content Standards were developed as part of the National FFA 10 x 15 project to provide state agricultural education leaders and teachers with a forward-thinking guide for what students should know and be able to do through the study of agriculture. The National AFNR Career Cluster Content Standards should be used as a guide to develop well-planned curriculum in agriscience education to be delivered to students throughout the country. For a complete copy of the AFNR Career Cluster Content Standards please visit www.agedlearning.org.

National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into all national award and recognition programs for the benefit of the members, school administration and agriculture as a whole. Details outlining the incorporation of the standards in career development events can be found at the end of each event chapter in the CDE handbook.

Official CDE Rules and Policies – 2012-2016

General Rules

Violations of any of the following rules may be grounds for the event superintendent to disqualify the participants. National FFA staff and event superintendents will use the published rules and procedures to organize and implement the National FFA Career Development Events. Event activities may not be conducted due to lack of necessary materials, expertise or extreme impact to event budgets. Teams that are certified to compete will receive the current event format in a team orientation packet prior to the convention.

Official Dress Recommendations, Number of Participants and Number of Scores for Team Total

Event	Official Dress Appropriate	Number of Participants Allowed (per team)	Number of Scores Counted for Team Score
Agricultural Communications	Yes	3	3
Agricultural Issues Forum	Optional	3-7	Team Score Event
Agricultural Technology and Mechanical Systems	No	4	Top 3 Scores
Agricultural Sales	Yes	4	4
Agronomy	Yes	4	4
Creed Speaking	Yes	1	N/A
Dairy Cattle Management and Evaluation	Yes	4	4
Dairy Cattle Handlers	Yes	1	N/A
Environmental and Natural Resources	No	4	4
Extemporaneous Public Speaking	Yes	1	N/A
Farm Business Management	Yes	4	Top 3 Scores
Floriculture	Yes	4	4
Food Science and Technology	Yes	4	4
Forestry	No	4	4
Horse Evaluation	Yes	4	Top 3 Scores
Job Interview	Yes	1	N/A
Livestock Evaluation	Yes	4	4
Marketing Plan	Yes	3	Team Score Event
Meats Evaluation and Technology	No	4	Top 3 Scores
Milk Quality and Products	Yes	4	4
Nursery/Landscape	Yes	4	Top 3 Scores
Parliamentary Procedure	Yes	6	Team Score Event
Poultry Evaluation	Yes	4	Top 3 Scores
Prepared Public Speaking	Yes	1	N/A
Veterinary Science	No	4	4

Eligibility of Participants

- A. Each participant must be a current, bona fide, dues paying FFA member in good standing with the local chapter, state FFA association and the National FFA Organization during the school year which the participant qualified to participate at the national level.
 - 1. In the event a participant's name is not on the chapter's official roster for the years in which the dues were payable to the National FFA Organization, a past due membership processing fee, in addition to the dues, must be paid prior to the national event.
 - 2. National FFA membership staff will set the processing fee amount annually.
- B. The participant, at the national event, must:
 - 1. Be a high school FFA member; high school refers to grades 9-12. (A graduating senior is considered eligible to compete in state and national career development events up to and including his/her first national convention following graduation.)
 - 2. Have qualified as a 7th, 8th or 9th grade member to participate in the Creed speaking event.
 - 3. While in high school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.
 - 4. If a student moves to a different chapter or a different state once a he/she has qualified as a state representative in a career development event, that student may be allowed to compete in the national event with the school he/she qualified with during the qualifying year.
- C. A student may not participate more than once in the same official National FFA Career Development Event.
- D. No student may participate in more than one National FFA Career Development Event each year.
- E. Each member participating in a National FFA Career Development Event must submit the proper *Waiver, Release of Liability and Consent to Medical Treatment Form* prior to start of event.

Selection and Certification of State Teams

- A. Each state will submit a team declaration form by **June 1** prior to the national FFA convention. An entry processing fee will be charged for participation in each declared event with the exception of the dairy cattle handlers activity.
- B. Each team will be composed of the number of members determined by the specific event rules and formats. The members of a state team must be from the same chapter. Members must qualify in the career development event in which they are to participate at the national level. Teams must be selected at a state or interstate career development event held between the immediate previous national FFA convention and prior to the national FFA convention in which they are participating. States that qualify more than one year out must request and submit a written waiver for approval by the certification deadline.
 - 1. Online certification deadline: **September 15**.
 - 2. Online add/delete deadline: **Tuesday before convention at noon (Eastern)**.
- C. With extenuating circumstances a teacher may substitute another student from the chapter who may not have participated at a state qualifying event, with the exception of Creed speaking, dairy handlers activity, extemporaneous public speaking, job interview and prepared public speaking, which must be submitted and approved by state staff.

- D. The state supervisor of agricultural education or the executive secretary must certify that participants are eligible. If an ineligible student participates in any career development event, the member will be disqualified and may result in the disqualification of the team as well.
- E. All students must be certified online by the designated deadline. Once original certification has been completed, no member may be added without first deleting a member.
- F. The national organization will certify National FFA Career Development Event winners for international competition when states request, with the understanding that the state team will provide their own travel expenses.

Emergency Conditions

Under emergency conditions a state team participating in a National FFA Career Development Event may be made up of less than the required members. States must still certify teams prior to the national FFA convention, but fewer than the required members could compete if an emergency condition such as illness, death in the family or an act of God would occur. Those individuals competing would still be eligible to qualify for individual awards, if applicable.

Disqualification

- A. Any communication, verbal or non-verbal, between participants during a career development event will be sufficient cause to eliminate the team member involved from the career development event. The only exception to this would be communications between team members during the team activity portion of a given career development event.
- B. Teams or participants arriving after the career development event has begun may be disqualified or penalized.
- C. Any assistance given to a team member from any source other than the career development event officials or assistants will be sufficient cause to eliminate the team from the career development event.
- D. Event superintendents may stop any participant if they deem their manner to be hazardous either to themselves or others. Such action shall deem the individuals disqualified for that section of the career development event.
- E. Participants who start an event and do not complete the event without notifying event officials at the time of departure will be disqualified. This can affect the overall team rank and position. In some events this will also disqualify the entire team.
- F. Participants will not be allowed to utilize personal electronic communication devices, other than those approved by the event officials, during the entire course of the event. Participants who access personal electronic communication devices without prior approval of the event officials will be disqualified.
- G. No participant shall gain access to real materials that will be utilized by the event committee during competition. Any team, participant, advisor or coach reported and proven to do so will be disqualified from the national event.

Additions/Deletions of National Events

- A. National FFA staff is expected to be proactive in developing new or initiating changes within existing career development events to ensure that they meet the needs of FFA members.
- B. If fifteen (15) state supervisors/executive secretaries develop a proposal for a new career development event, the national FFA staff will conduct a study for the validity of the career development event and make a recommendation to the chief executive officer. Representatives of these states must be from each of the FFA regions. The same process may be used to eliminate a national career development event.
- C. Three years following the initiation of a new career development event, at least fifteen (15) states should be participating. After the next three-year period, at least twenty-six (26) states should be participating in order to retain the event at the national level.

Rules Committee/Scoring Appeals Process

- A. If a written appeal is filed within the seven (7) calendar days after results announcement, national CDE staff will review the appeal. Upon receiving input from team leader and division director, national CDE staff will accept or deny the appeal. The national CDE staff's recommendation will be shared with appeals committee and National FFA Chief Executive Officer for further input, if necessary.
 1. The written appeal must be filed with the Education Division staff responsible for scoring career development events within seven (7) calendar days of the results announcement and accompanied by a \$50 filing fee. The fee will be returned if the appeal is justified.
- B. The appeals committee will be chaired by the National FFA Awards, Recognition and Career Development Events Advisory Committee chairperson who will in turn appoint a representative of each of the following organizations: National Association of Supervisors of Agricultural Education (NASAE), National Association of Agricultural Educators (NAAE) and the American Association for Agricultural Education (AAAE). The National FFA staff responsible for career development events will also serve on the committee.

Waiver of FFA Rules

Any local chapter seeking a waiver of a National FFA policy or procedure must submit in writing to the chapter's state FFA association office. If the request is approved at the state level, it must be forwarded, under the signature of the state advisor or executive secretary, to the career development events education specialist. After study by the appropriate FFA staff, a recommendation to grant or deny the appeal will be forward to the chief executive officer for his/her approval. The request must be submitted to the national FFA staff at least 30 days prior to the scheduled event or due date for which the waiver is requested. This policy does not supersede any current FFA policy for appeals already established for a particular FFA program.

Selection of CDE Superintendents and CDE Committee Members

- A. Nominations for CDE superintendents may come to National FFA staff from the following sources:
 - 1. standing CDE superintendent
 - 2. current CDE committee members
 - 3. state leadership
 - 4. Team Ag Ed partners
- B. CDE superintendents will be selected by national CDE staff and approved by the National FFA Chief Executive Officer.
- C. Each CDE superintendent will serve a three to five year term. At the end of the superintendent's term, a qualified replacement will assume the duties of superintendent.
- D. National FFA staff and CDE superintendents will select qualified individuals to serve on CDE committees. Selection of committee members will be based on:
 - 1. individual qualifications.
 - 2. recommendations from state leaders, current CDE committee members, CDE superintendents or National FFA staff.
 - 3. recommendations from Team Ag Ed partners.
 - 4. current rotational procedures developed by each CDE committee.
 - 5. provide diversity for the committee.
 - 6. commitment to serve a minimum of three years on the committee.
- E. Final approval of new committee members is the responsibility of the National FFA CDE staff with input and recommendations from CDE event superintendent and committee.

Sanctioning Events

Sanctioning of non-national FFA competitive events (those competitive events conducted by organizations other than the National FFA Organization) as National FFA Career Development Events should occur when:

- 1. The highest quality event possible is conducted.
- 2. Organization conducting event and National FFA Organization agree that event can and should be sanctioned.
- 3. Event is recommended by the National FFA Staff responsible for CDEs with input and agreement from the Award and Recognition Advisory Committee and approved by the National FFA Chief Executive Officer.
- 4. National FFA is represented by staff responsible for career development events on the planning and implementation committee for each event.
- 5. Winners of the national sanctioned event will be recognized in the same manner as national career development events winners are currently recognized.

Official Dress

Participants are expected to observe the National FFA Code of Ethics and the proper use of the FFA jacket during career development events. (Please reference the latest edition of the Official FFA Manual.) Official FFA dress is highly recommended for all participants where appropriate and is required for the awards presentation and recognition.

Accessibility for All Students

All special needs requests and appropriate documentation as outlined in the special needs request policy must be submitted at time of certification.

- 1. Special needs policy is posted on the CDE program page at www.ffa.org/cde
- 2. Special needs request due: **August 15**

Written Document Penalties

A penalty of 10% of the total points allotted will be assessed for the written documents received after the postmarked deadline. If the document is still not received seven days after the postmarked deadline, the team/individual may be subject to disqualification.

1. National staff will mark late entries as such.
2. Event officials will be notified of late entries at the time written documents are provided for judging.
3. Event superintendent will ensure that penalty is applied.

National FFA Agricultural Sales Career Development Event

A Special Project of the National FFA Foundation

Important Note

Please thoroughly read the Introduction Section at the beginning of this handbook for complete rules and procedures that are relevant to all National FFA Career Development Events.

I. Purpose

The purpose of the National FFA Agricultural Sales Career Development Event is to evaluate skills that are essential for an individual to be successful in the agricultural sales field. The process of selling agricultural products is essential for production and marketing of agricultural products.

II. Objectives

- A. Develop verbal, written and interactive communication skills.
- B. Discuss features and benefits of a product.
- C. Identify potential customer objections.
- D. Demonstrate knowledge of proper product use.
- E. Identify prospective customers through marketing data.
- F. Introduce the product to prospective customers.
- G. Develop a sales call that determines and addresses customers' needs and objections.
- H. Understand the basic business structure necessary to sell and deliver a product.
- I. Attempt to close the sale by asking for customer's buying decision.
- J. Establish and build customer confidence in the product.

III. Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

With the recommendation of the National FFA Board of Directors, all national FFA programs have incorporated these standards to guide the direction and content of program materials and activities. Refer to Appendix A in this chapter of the handbook for a complete list of the measurable activities that participants will carry out in this event. For details about the incorporation of AFNR standards, refer to the Introduction chapter of the CDE handbook.

IV. Event Rules

- A. The team will be composed of four students, and all four individual scores will count toward the team total. A team may compete with less than four members, but is only eligible for individual awards.
- B. It is highly recommended that participants wear FFA Official Dress for this event.
- C. Any participant in possession of an electronic device in the event area is subject to disqualification.

V. Event Format

The event will be composed of three parts. Individual scores will be comprised of the written exam and individual sales activity. The team score will be comprised of the team activity and all individual scores.

The product(s) utilized in the event and activity examples will be announced during the summer prior to convention in the team orientation packet and on the CDE webpage. Provided product information may include appropriate company information and price list.

A. Individual Written Exam - 100 points (400 points total)

The written exam is designed to evaluate an individual's knowledge of sales skills. The listed resources will be used as a basic resource but the questions will be generated based on basic sales concepts. The test will not exceed thirty (30) questions and forty-five (45) minutes. The questions will consist of multiple choice, fill in the blank, short answer and essay format. Point values will be assigned to each question based on the skill level of the question.

B. Team Activity - 150 points

1. Each participant will be allowed to bring a one-inch binder to the team activity containing the provided product information and any other information gathered by the participant.
2. Team members will work together to demonstrate teamwork, group dynamics, problem solving, data analysis, decision making and oral communications.
3. The following information will be provided to the team at the event as if they were a group of salespeople working together to develop the pre-call planning prior to conducting a sales call.
 - a. Product information (before event)
 - b. Profiles of different customers
4. The team will be provided with paper and writing utensils. No presentation equipment such as laptops, flipcharts or dry erase boards will be allowed.
5. The team will then develop the strategy (for the product(s) provided prior to the event) necessary to sell the product(s) in a face-to-face sales call. This strategy should include but not be limited to:
 - a. Determining potential customer needs and wants.
 - b. Identify features and benefits of the product(s) that address the customer's needs and wants.
 - c. Identify potential customer objections and prepare to address them.
 - d. Identify possible related/complimentary products and their suggestive selling strategies.
 - e. Develop information gathering questions to be utilized in clarifying the customer's needs and wants.
6. Teamwork and involvement of team members will be judged during this event. Students are expected to justify their decisions based on selling principles.
7. The team will be given twenty (20) minutes to analyze the information given and develop a presentation to provide the information listed above. During this twenty (20) minute period, the team will be judged using the team activity scorecard found in this chapter.
8. At the conclusion of the twenty (20) minutes, the team will present to the judges who are acting as the team's immediate supervisors. The presentation will be no longer than ten (10) minutes. At the conclusion of the presentation, the judges will have ten (10) minutes to ask questions of all team members. The questions will be taken from all aspects of the team event.

C. Individual Sales Activity - 150 points

Information and product(s) from team activity will be used in the individual sales activity. (Individual activity will be conducted after the team activity.) Participants will directly sell the product(s) to judge(s). The judge(s) will fit one of the customer profiles identified in the team pre-call planning activity. The judge(s) will act as a real customer which may include not buying the product. Participants will have to establish rapport with the customer and ask probing questions to ensure they meet the customer's needs. Participants will have twenty (20) minutes to interact with the judge(s). Participants are allowed to use their one-inch product information binder during individual activity.

VI. Scoring

	<u>Individual</u>	<u>Team</u>
Written Exam	100 points	400 points
Individual Sales Activity	150 points	600 points
Team Activity		<u>150 points</u>
Total Points		1,150 points

VII. Tiebreakers**Individual**

In the event of a tie in the individual scores, the highest individual sales activity score will break the tie. If the tie cannot be broken using the individual sales activity score, the highest written exam score will be used. If a tie still exists, the highest team activity score will be used to break the tie.

Team

In the event of a tie in the team scores, the highest team activity score will break the tie. If the tie cannot be broken using the team activity score, then the total individual sales activity scores will be used. If a tie still exists, the total written exam scores will be used to break the tie.

VIII. Awards

Awards will be presented to individuals and/or teams based upon their rankings at the awards ceremony. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the National FFA Foundation.

IX. References and Resources

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

1. CRISP Publications, 1200 Hamilton Court, Menlo Park, CA 94025-1427. 1-800-442-7477. FAX 650-323-5800.
 - *Professional Selling*, Rebecca L. Morgan, ISBN 0-931961-42-4
 - *Sales Training Basics*, Elwood N. Chapman, ISBN 1-56052-119-8
 - *Closing*, Virden J. Thorton, ISBN 1-56052-318-2
2. Ditzenberger and Kidney, *Selling-Helping Customers Buy*, South-Western Publishing Company, Cincinnati, Ohio, 1992, 1-800-543-7972, ISBN 0538605316.

Agricultural Sales CDE Team Event Scorecard

Chapter Name: _____

State: _____

Skills	Points Possible	Points Earned
How well did each team member participate by analyzing and providing input to the solution?	8	
How well did each team member communicate with the rest of the team members?	10	
How well did each team member demonstrate effective listening skills?	10	
How well did each team member respect the input of other team members?	9	
What level of knowledge did the team have of the products they are selling?	12	
Did the team accurately analyze all the information for each customer type?	12	
Did the team identify customer needs and wants, and prepare quality questions to help clarify the customer's needs and wants?	12	
Did the team identify products for each customer type based on their product's features and benefits and the customer's anticipated needs and wants?	15	
How well did the team identify potential objections for each customer type and how to address them?	12	
Were complimentary/related products also identified?	10	
Were the decisions made by the team based on sound sales principles using the information they were given?	12	
Was the presentation delivered professionally?	8	
Did all team members participate in the presentation?	8	
Were the questions answered correctly by all team members?	12	
TOTAL POINTS	150	

**Agricultural Sales CDE
Individual Sales Call Scorecard**

Student Name: _____ Chapter Name: _____

State: _____

Skills	Points Possible	Points Earned
Did the sales person identify themselves with a good first impression?	5	
Did the student ask questions/dialogue in an attempt to build personal rapport with you?	8	
Did the student actively listen to your personal comments when you answered?	8	
Did the student use the information from your answers to further establish personal rapport?	8	
Did the student ask questions to learn about your business?	10	
Did the student listen to the answers about your business you provided?	10	
Did the student confirm and discover your needs and wants?	12	
Did the student apply the features/benefits of their product to your needs/wants?	16	
Did the student allow you to participate in matching your needs/wants to their product features?	15	
Did the student effectively use trail close (gain acceptance on an point, identify customers willingness to buy or a closing opportunity?)	11	
Did the student listen to and clarify your objections?	14	
Did the student apply and discuss the features/benefits of their product to address your objections?	13	
Did the student clearly close or attempt to close the sale?	20	
TOTAL POINTS	150	

Appendix A: AFNR Career Cluster Content Standards

	Performance Measurement Levels	Event Activities Addressing Measurements	Related Academic Standards
ABS.01.01. Performance Indicator: Apply principles of capitalism in the business environment.			Social Studies: 7b and 7g
	ABS.01.01.01.c. Execute supply-and-demand principles in AFNR businesses.	Individual Written Exam	
ABS.02.02. Performance Indicator: Read, interpret, evaluate and write a mission statement to guide business goals, objectives and resource allocation.			Language Arts: 3, 4, 5 and 6
	ABS.02.02.02.c. Evaluate AFNR business goals and objectives and make revisions based on observations.	Individual Written Exam; Individual Sales Activity	
ABS.04.01. Performance Indicator: Use accounting fundamentals to accomplish dependable bookkeeping and fiscal management.			Math: 1C, 5A and 5C Social Studies: 7h
	ABS.04.01.02.b. Use accounting information to estimate the cost of goods sold and margins on the goods.	Individual Written Exam; Individual Sales Activity	
	ABS.04.01.03.a. Explain the importance of return on investment for an agribusiness enterprise.	Individual Sales Activity	
ABS.06.01. Performance Indicator: Conduct appropriate market and marketing research.			Social Studies: 7b and 7h
	ABS.06.01.01.a. Investigate the meaning and methods of marketing in AFNR as related to agricultural commodities, products and services and to agricultural goods in domestic and international markets.	Individual Sales Activity; Team Activity	
ABS.06.02. Performance Indicator: Develop a marketing plan.			Language Arts: 3, 5, 7 and 8 Social Studies: 7b and 7d
	ABS.06.02.01.c. Establish marketing plan goals/objectives, including monitoring, measuring and analyzing goal achievement.	Team Activity	
ABS.06.03. Performance Indicator: Develop strategies for marketing plan implementation.			Social Studies: 7b and 7h
	ABS.06.03.01.b. Determine marketing strategies that are most likely to be effective in an AFNR business.	Team Activity	

ABS.06.05. Performance Indicator: Merchandise products and services to achieve specific marketing goals.		Language Arts: 4 Social Studies: 7b and 7d
ABS.06.05.01.b. Develop effective customer relationships using approaches that are consistent and comprehensive.	Individual Sales Activity	
ABS.06.05.02.c. Prepare and make sales presentations.	Individual Sales Activity	
ABS.06.05.03.c. Intercept, interpret and process customer complaints, needs and problems with products and services.	Individual Written Exam	
CS.01.01. Performance Indicator: Action: Exhibit the skills and competencies needed to achieve a desired result.		Social Studies: 4d and 4h
CS.01.01.01.c. Work independently and in group settings to accomplish a task.	Team Activity	
CS.01.01.06.b. Assign project parts equitably amongst team members to achieve a given task.	Team Activity	
CS.01.01.03.c. Implement an effective project plan.	Individual Sales Activity	
CS.01.02. Performance Indicator: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.		Language Arts: 12 Social Studies: 4h
CS.01.02.01.c. Demonstrate human relation skills including compassion, empathy, unselfishness, trustworthiness, reliability and being friendly to co-workers.	Team Activity	
CS.01.03. Performance Indicator: Vision: Establish a clear image of what the future should look like.		Social Studies: 4a, 4d and 4h
CS.01.03.04.b. Demonstrate consensus building. Team Activity		
CS.02.02. Performance Indicator: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.		Language Arts: 12 Social Studies: 1e
CS.02.02.02.c. Present oneself appropriately in various settings.	Individual Sales Activity; Team Activity	
CS.02.03. Performance Indicator: Professional Growth: Develop awareness and apply skills necessary for achieving career success.		Language Arts: 12 Social Studies: 4a
CS.02.03.03.c. Demonstrate employability skills for a specific career.	Individual Sales Activity	
CS.02.04. Performance Indicator: Mental Growth: Demonstrate the effective application of reasoning, thinking and coping skills.		Math: 6C Science: A4 Language Arts: 4 and 8
CS.02.04.02.c. Implement effective problem solving strategies.	Team Activity	

CS.02.05. Performance Indicator: Emotional Growth: Demonstrate healthy responses to one's feelings.		Social Studies: 4a
CS.02.05.03.c. Exhibit self confidence while in the workplace.	Individual Sales Activity; Team Activity	
CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.		Language Arts: 4, 5 and 12
CS.03.01.03.c. Make effective business presentations.	Individual Sales Activity; Team Activity	

Appendix B: Related Academic Standards

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

Mathematics

1. Standard and Expectations: Number and Operations
 - 1C. Compute fluently and make reasonable estimates
5. Standard and Expectations: Data Analysis and Probability
 - 5A. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.
 - 5C. Develop and evaluate inferences and predictions that are based on data.
6. Standard and Expectations: Problem Solving
 - 6C. Apply and adapt a variety of appropriate strategies to solve problems.

Science

- A. Content Standard: Science as an Inquiry
 - A1. Identify questions and concepts that guide scientific investigation.
 - A2. Design and conduct scientific investigations.
 - A4. Formulate and revise scientific explanations and models using logic and evidence.
 - A5. Recognize and analyze alternative explanations and models.
 - A6. Communicate and defend a scientific argument.
- E. Content Standard: Science and Technology
 - E2. Understanding about science and technology

English Language Arts

3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Social Studies

1. Thematic Strand: Culture

- 1c. apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns;
- 1e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;

4. Thematic Strand: Individual Development and Identity

- 4a. articulate personal connections to time, place and social/cultural systems;
- 4c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;
- 4d. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception and personality;
- 4f. analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;
- 4h. work independently and cooperatively within groups and institutions to accomplish goals;

7. Thematic Strand: Production, Distribution and Consumption

- 7b. analyze the role that supply and demand, prices, incentives and profits play in determining what is produced and distributed in a competitive market system;
- 7d. describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions and corporations;
- 7g. compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments and capital;
- 7h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;

8. Thematic Strand: Science, Technology and Society

- 8a. identify and describe both current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings;